The Role and Impact of Educational Leadership in Change Management to Improve the Quality of Education in Sariaya West District

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Abstract

Education is constantly changing, and strong leadership is needed to guide schools through these changes. This study explores the role of educational leadership in managing change in Sariaya West District. It aims to understand how school leaders influence school-based management and teacher performance, which focuses on key areas such as encouraging innovation, supporting professional learning communities, and empowering leadership teams. This study utilized a descriptive-correlational research design, and the data was gathered from public school teachers through surveys. The findings reveal that there is a strong positive relationship between innovative leadership and effective change management strategies. School leaders who encourage teacher experimentation and collaboration contribute to better teaching practices, professional growth, and overall school improvement. The study also found that leadership innovativeness mediates the impact of change management on school-based management and teacher performance, reinforcing the importance of innovativeness in educational leadership.

Keywords: *Educational Leadership, Change Management, School-Based Management, Teacher Performance, Innovation*

1. Introduction

Everything in the rapidly evolving environment suggests that change is needed, particularly in education, which calls for new methods to facilitate effective transformation. Consequently, school leaders hold a bigger obligation to teachers, ensuring that their work meets the demands of a society that is changing quickly, enabling learners to realize their full potential. Hence, traditional school leadership models have evolved significantly in response to shifting educational ideologies, advances in technology, and the wide range of student demands. Traditionally, school leadership has been centered on top-down, organizational structures in which administrators ruled over decision-making processes. Modern leadership models, on the other hand, have moved toward more distributed and collaborative leadership styles which appreciate the importance of feedback from a range of stakeholders, such as parents, teachers, students, and community members. These mentioned changes indicate a wider trend towards

inclusive and flexible leadership styles that give priority to fairness and academic achievement in modern educational environments (Valtonen, et. al, 2021).

Collaborative leadership is demonstrated by the principal's high level of involvement and interest in school activities. The features of a school having a healthy and positive setting include appropriate rules, ongoing cooperation and support, and professional development opportunities. It is also essential to integrate careful and systematic student follow-up and support, an open mind to new ideas, positive relationships with the school community, and a collaborative decision-making process (Prambanan et al., 2023).

Change management is described as the process, tools, and techniques to manage the human side of change to achieve a required organizational outcome and beyond. In order to accomplish the intended goals of an organization, leaders must apply a planned process and methodologies. This became a crucial core skill in educational leadership that comes from an emphasis on the student, organizational and technology awareness, and other goals. With this core ability, educators may significantly enhance their learning environments (Bahamdan & Al-Subaie 2021).

The areas of educational leadership and change management are closely related, particularly when it comes to the transitions that educational institutions go through to meet changing demands and difficulties. Initiating and overseeing change initiatives require effective leadership. Education leaders need to have the ability to see where improvements may be made, whether it is in the areas of diversity and inclusion, technological integration, or new teaching approaches. Likewise, they have to encourage and enlist the assistance of stakeholders so they may take part in and support the change initiatives (Smith, 2020).

The development of technology has fundamentally changed the way that school leadership techniques are implemented. These days, school administrators use technology to improve student learning, expedite administrative procedures, and improve communication. School administrators, particularly school principals may build environments that enable students to thrive intellectually, socially, and emotionally in the 21st century by embracing diverse ideas, utilizing technology, and fostering inclusivity (Robinson, 2021).

An analysis of a study by Lerra (2021) entitled “The Influence of Educational Leadership in Successful Change Management in Education Office of Wolaita Zone” indicates that choosing a different implementation of change management by itself is not a solution to overcome the organization's problem. Above, leaders were not role models for followers and leaders don’t minimize risks but managing risk was the leaders’ number one task. Moreover, the findings clearly show a strong effect of leadership on the proper implementation of change in the sampled study areas. The study concludes that there is a strong relationship between leadership and successful change management implementation process.

Moreover, Pambudi & Gunawan (2020) assert that a number of factors such as the school climate and professional development abilities like innovativeness affect teachers' effectiveness. Strong leadership that offers autonomy, direction, and support can improve teacher motivation and job satisfaction. Teachers' performance is positively impacted as they have experienced high-quality educational leadership in change management that helps them strengthen their knowledge and abilities.

DepEd Memorandum No. 050 s. 2020 also known as DepEd Professional Priorities for Teachers and School Leaders for School Year 2020–2023, educators should constantly retrain and upskill themselves. This specifically pertains to the areas of strategic leadership, resource management, school administration, teaching and learning, personal and interpersonal development, and relationship building.

Thus, this study aims to assess the role and impact of educational leadership in change management to improve the quality of education in bridging school-based management and improving teacher performance which shall pave the way to formulate an action plan based on the results of the

study to be conducted.

Empowering leadership enhances individuals' lifestyles by acting as an intrinsic motivator, providing support, and delegating authority to promote self-leadership (Amundsen & Martinsen, 2014). Unlike other leadership styles, it involves a downward transfer of power, encouraging followers to take the lead themselves. Scholars such as Pearce et al. (2003) view empowering leadership as a unique form of self- or shared-leadership, setting it apart within leadership dynamic

Empowering leadership is promoted for fostering positive employee behaviors that benefit organizations. However, research has not thoroughly examined its impact on employee disengagement. Studies have shown that turnover and employee withdrawal are more commonly linked to other leadership styles (Ferris, 1985).

Zembylas & Papanastasiou (2005) define empowerment as teachers' involvement in decision-making related to instructional and learning methods. This empowerment, facilitated by an empowering leadership style, is expected to enhance teachers' job satisfaction by promoting their professional growth, encouraging participation in school affairs, and increasing their overall career satisfaction and quality of school life.

A fundamental theoretical concept in organizational studies, trust is defined as "a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behaviors of another" (Bunker et al., 2004).

Trust plays a critical role in school operations, significantly impacting areas like student outcomes. In collaborative settings, trust enables positive results through collective contributions and fosters ease, confidence, and reduced anxiety among individuals. This trust is rooted in beliefs about others' integrity, openness, reliability, and competence. However, schools face challenges in building trust due to a global rise in skepticism toward institutions and leaders a concerning trend as trust is essential for fulfilling schools' educational mission (Tschannen-Moran, 2017).

Teacher well-being is crucial for the quality of educators' lives, student outcomes, and staff stability. It encompasses factors like career satisfaction and job interest, which are linked to positive work experiences and strong psychological competence. While scholars focus on promoting positive elements like engagement in schools, they also explore negative aspects, such as anxiety and exhaustion, that affect educators' well-being (Acton & Glasgow, 2015; Benevene et al., 2018).

Empowered leaders can enhance trust among employees through their actions and motivating style, fostering effective communication and relationships (Farmanesh & Zargar, 2021). This aligns with Leader-Member Exchange (LMX) theory, which plays a moderating role in university instructors' job satisfaction (Zhou et al., 2021). Given the challenges faced by Palestine's educational system, this study examines how LMX and leader trust influence job satisfaction in the academic sector. With limited research on empowered leadership in the Middle East, particularly in Palestine, this study aims to contribute to the literature by exploring the connection between well-being and empowering leadership in higher education. Critics argue that empowering leadership may be ineffective in hierarchical cultures favoring directive leadership. However, research suggests empowerment can be integrated gradually without disrupting traditions (Hofstede, 1980). A hybrid approach blending empowerment with structured guidance aligns with cultural values while fostering engagement (Yukl, 2013). Psychological empowerment can also work within hierarchies by granting task autonomy without challenging authority (Spreitzer, 1995).

Some employees prefer directive leadership for its clarity, while empowering leadership promotes autonomy. However, empowerment includes supportive guidance, not a lack of structure (Amundsen & Martinsen, 2014). Research shows it can be tailored through scaffolded autonomy, gradually increasing responsibility based on individual needs (Ryan & Deci, 2000). This ensures support for those seeking structure while enhancing motivation and job satisfaction.

This study aims to explore how empowering leadership can encourage employees to remain with the organization and reduce withdrawal behaviors. A meta-analysis by Wang, & Courtright (2011) supports the link between empowerment perceptions and reduced turnover intentions, suggesting that empowering leadership may similarly decrease employee withdrawal.

1.1 Statement of the Problem

The study focuses on assessing the role and impact of educational leadership in change management to improve the quality of education in Sariaya West District. Specifically, the study aims to assess the following:

1. What are the perceptions of the teachers as to the role of educational leadership in terms of Innovativeness?
2. How do teachers perceive the role of educational leadership within the change management process in terms of?

2.1. Encouraging Teacher Experimentation
2.2. Supporting Professional Learning Communities (PLCs)

3. What is the impact of the practice of educational leadership to the quality of education in terms of?

3.1. School-Based Management
3.1.1 Empowering School Leadership Teams
3.1.2 Implementing Participatory Decision-making Processes

3.2. Teacher's Performance
3.2.1. Providing Targeted Professional Development
3.2.2. Offering Feedback and Coaching Opportunities

4. Is there a significant correlation between the innovativeness of educational leadership in change management in terms of:
   4.1. Encouraging Teacher Experimentation
   4.2. Supporting Professional Learning Communities (PLCs)
5. Is there a significant correlation between the innovativeness of educational leadership to the quality of education in terms of;
   5.1. School-Based Management
      5.1.1. Empowering School Leadership Teams
      5.1.2. Implementing Participatory Decision-making Processes
   5.2. Teacher's Performance
      5.2.1. Providing Targeted Professional Development
      5.2.2. Offering Feedback and Coaching Opportunities

6. Is there a significant correlation between change management and quality of education in terms of;
   6.1. School-Based Management
      6.1.1. Empowering School Leadership Teams
      6.1.2. Implementing Participatory Decision-making Processes
   6.2. Teacher's Performance
      6.2.1. Providing Targeted Professional Development
      6.2.2. Offering Feedback and Coaching Opportunities
7. How does the innovativeness of educational leadership mediate the relationship between change management and quality of education within Sariaya West District?

1.Methodology

Research Design

This research employed a descriptive correlational approach within the quantitative component. This method was used in research studies that aimed to provide static pictures of situations as well as established the relationship between different variables (McBurney & White, 2009). It involved gathering data through surveys or observational methods to examine the relationships between variables. In this study, it aimed to comprehensively investigate the role and impact of educational leadership in change management within the context of Sariaya West District and assessed the relationship between educational leadership in change management and quality of education.

Data collected through the quantitative survey was analyzed using descriptive and correlational statistical techniques. Descriptive insights were utilized to sum up and described the qualities of the example, as well as the responses to individual survey things. Correlational analysis was conducted to investigate the relationships between factors of interest, like the apparent adequacy of educational leadership and the apparent impact of change management on educational quality.

Respondent of the Study

The research respondents were 176 public school teachers who are working within the Sariaya West District. These participants were purposively selected as it is important to consider the demographics and characteristics of this group to ensure representative sampling. The respondents were selected based on the inclusion criteria that they are physically, mentally, and emotionally healthy, and currently in their profession as teachers in the said location.

The distribution of the 176 public school teachers among the schools within Sariaya West District was determined by the researcher based on the number of teachers in each teaching position that ensured an even distribution of the sample.

A distribution list of the respondents was created to keep track of the selected participants and facilitated communication and data collection processes. This list included relevant information such as name, school affiliation, contact details, and role within the educational system.

Research Instrument

The study formulated a research-made survey question to be used as the data gathering instrument. The instrument consisted of questions and statements derived through thorough reading of the related literature of this study. It also used a 4-point Likert scale to determine the average responses of the respondents.

The questionnaire was subjected to validation before its administration to the respondents. For content validation, the initial draft of the instrument was presented to the expert such as master teachers from different school within the Sariaya West District for critique. A revision was made to come up with an accurate instrument. Comments and recommendations of the validators were considered. The final draft of the research instrument was further checked prior to its administration. The questionnaires are as follows:

PART I: Teachers' Perceptions as to the Role of Educational Leadership in Change Management. It is composed of 10 statements intended to determine the respondents' perceptions to the role of educational leadership in change management. It consisted of only one (1) sub-variable namely: innovativeness. It shall use a 4 likert scale with a verbal interpretation of 4-Strongly Agree, 3- Agree, 2-Disagree, and 1-Strongly Disagree. For strongly agree, all respondents should nevertheless understand that "strongly agree" describes a more positive opinion than "agree." A subject who strongly agreed with all such statements would be presumed to have a very positive view about the role of educational leadership in change management in terms of the three sub-variables. Whereas, an "Agree" option will be described that respondents perceive that the statements are positively true but not more than the

perception in "strongly agree". On the other hand, a "Disagree" option will be described that respondents disagree having a negative view with the statements and the "Strongly Disagree" would be presumed to have a very negative view about the role of educational leadership in change management in terms of innovativeness.

PART II: Teachers' Perceptions to the Role of Educational Leadership in Fostering Innovativeness within the Change Management process to enhance the quality of education. It is composed of 10 statements intended to determine the respondents' perceptions to the role of Educational Leadership in fostering Innovativeness within the change management process to enhance the quality of education. It consisted of two (2) sub-variables: Encouraging Teacher Experimentation and Supporting Professional Learning Communities (PLCs). These sub-variables have ten items each and shall use a 4 likert scale with a verbal interpretation of 4-Strongly Agree, 3- Agree, 2- Disagree, and 1-Strongly Disagree.

PART III: Impact of the practice of educational leadership in change management for School-based Management (SBM). It is composed of 5 statements intended to determine the respondents' perceptions to the impact of the practice of educational leadership in change management for School-based Management (SBM). It consisted of two (2) sub-variables: Empowering School Leadership Teams and Implementing Participatory Decision-making Processes. These sub-variables have five items each and shall use a 4 likert scale with a verbal interpretation of 4-Strongly Agree, 3- Agree, 2- Disagree, and 1-Strongly Disagree**.**

PART IV: Impact of the practice of educational leadership in change management for Teacher Performance. It is composed of 5 statements intended to determine the respondents' perceptions to the impact of the practice of educational leadership in change management for Teacher Performance. It consisted of two (2) sub-variables: Providing Targeted Professional Development and Offering Feedback and Coaching Opportunities. These sub-variables have five items each and shall use a 4 likert scale with a verbal interpretation of 4-Strongly Agree, 3- Agree, 2- Disagree, and 1-Strongly Disagree.

Research Procedure

The researcher executed the following to gather the data needed in response to the statement of the problem:

The researcher, after creating the instrument of this study which is the research-made descriptive survey, consulted it to the research adviser to validate the instrument's usability and reliability. The research instrument was validated by at least three experts and has attested to its efficacy.

The researcher also had conducted a pilot testing for initial assessment of the prepared questionnaires. Whereas, the said pilot testing provided a favorable outcome and concluded that the questionnaires are answerable by the respondents and can provide a realistic result and supports the main problem of the study.

The researcher has sent a letter of intent to the selected respondents discussing the researcher's intention to have them as the respondents of this study. The researcher had scheduled a face-face meet-up or video conference, whether the zoom, Google meet or other applications for video conferencing platform, with the respondents at their most convenient time that allowed the researcher to confirm their participation and walked them through the process of the research conduct.

Consequently, the researcher provided the participants a checklist survey either in a hard copy form or convert the questionnaire to an online platform which is the Google form. The Google platform, after converting the self-made questionnaire produced a link address, and has led to the converted research instrument. The said link was sent to the respondents of this study through private message or direct message and ensured that the link leading to the research instrument is secured and will not be distributed to anyone other than the respondents of this study. This is necessary and ensured that the outcome or result of this study will not be manipulated and is authentic.

After the respondents of this study answered the research-made survey, the researcher collected the obtained data and prepared it for statistical treatment and analysis.

Statistical Treatment of Data

Several statistical tools were used to present, analyze, and interpret the data gathered.

Weighted mean analysis and standard deviation was used to assess the perceptions of the teachers as to the role of educational leadership in terms of Innovativeness; to assess the teachers on how they perceive the role of educational leadership within the change management process in terms of Encouraging Teacher Experimentation and Supporting Professional Learning Communities (PLCs); and evaluate the impact of the practice of educational leadership to the quality of education in terms of School-based Management (SBM) as to Empowering School Leadership Teams and Implementing Participatory Decision-making Processes and the impact of the practice of educational leadership in terms of Teacher performance as to Providing Targeted Professional Development and Offering Feedback and Coaching Opportunities.

Moreover, for the inferential part, Pearson Product-Moment Correlation (Pearson r) was used to determine whether there is a significant correlation between the innovativeness of educational leadership in change management in terms of Encouraging teacher experimentation and Supporting Professional learning communities (PLCs); whether there is a significant correlation between the innovativeness of educational leadership to the quality of education in terms of School-based management and Teacher's performance and whether there is a significant correlation between change management and quality of education in terms of School-based management and Teacher's performance.

On the other hand, Mediation analysis using the Process macro was employed to examine the mediating role of innovativeness of educational leadership in the relationship between change management and quality of education within Sariaya West District.

2. Results and Discussion

Table 3.

Perceived Role of Educational Leadership in Terms of Innovativeness

Indicators	Mean	SD	VI
My school leaders……..			
1. Demonstrate new ways, methods and systems that regulate schoolwork after the change.	3.7	0.5	Innovative
2. Present examples on how to act in the new work environment after change.	3.73	0.46	Highly Innovative
3. Identify educational aspects that need to be changed.	3.71	0.49	Highly Innovative
4. Establish substantial plans with expected timelines for change.	3.63	0.49	Highly Innovative
5. Organize meetings with other schools to present their successful experiences of change.	3.66	0.53	Highly Innovative
6. Evaluate the performance accurately and objectively using performance management systems.	3.75	0.44	Highly Innovative
7. Create spaces where me and co-teachers can share with one another.	3.67	0.51	Highly Innovative

8.	Create a culture of agency where both students and teachers are empowered to take risks, be creative, and learn from failures.	3.66	0.5	Highly Innovative
9.	Seek out solutions that empower, teachers to embrace their personal styles, enable students to own their learning.	3.71	0.47	Highly Innovative
10.	Are innovative in the selection of tools by challenging stakeholders to identify how they support the standards and objectives aligned to our school's needs.	3.667	0.514	Highly Innovative
Overall		3.68	0.49	Highly Innovative

*Legend: 1.00 – 1.49 (Not Innovative); 1.50 – 2.49 – (Somewhat Innovative); 2.50 – 3.49 (*Innovative*); 3.50 – 4.00 (Highly Innovative)*

Table 3 shows the respondents' perception of the innovativeness of educational leadership. The fourth statement had the lowest mean of 3.63, which can be interpreted as innovative, and that means although school leaders are perceived as forward-looking, there are still some aspects of long-term planning for change that require strengthening. The sixth statement had the highest mean of 3.75, which can be interpreted as highly innovative; it means that teachers highly value the application of systematic performance assessment tools to monitor and enhance education outcomes. Overall, it garnered the overall mean of 3.68 which means that educational leadership is perceived as highly innovative. This reflects that school leaders always exhibit initiative, creativity, and strategic thinking in leading teachers and shaping the learning environment, and that their leadership promotes an innovation culture that enables continuous improvement and flexibility in handling educational change.

In examining the individual indicators, it is notable that most aspects of educational leadership are rated as "Highly Innovative," suggesting a strong alignment between school leadership practices and the demands of educational transformation. The consistent ratings above 3.60 across all items reflect a robust perception that school leaders are proactive in fostering innovation within their institutions. Notably, initiatives such as creating collaborative spaces for teachers, promoting student and teacher agency, and empowering individual teaching styles indicate a leadership approach that values inclusivity and creativity. This trend underscores the importance of leadership that not only manages change but also inspires it by cultivating an environment where experimentation and professional dialogue are encouraged. The findings imply that innovative leadership is a key driver in enabling schools to adapt effectively to evolving educational landscapes.

Table 4.

Teacher's Perception on the Change Management Process to Enhance Quality of Education in terms of Encouraging Teacher Experimentation

Indicators		Mean	SD	VI
My school leaders……..				
1.	Set up a classroom culture that models effective and positive risk-taking.	3.67	0.48	Highly Managed
2.	Establish clear escalation protocols that help mitigate risks throughout the change process.	3.69	0.48	Highly Managed
3.	Collaborate with the experimentation throughout the change procedures.	3.7	0.5	Highly Managed

4.	Reward results of teacher experimentation to boost positivity that will open doors for more opportunities to test out new methods.	3.67	0.5	Highly Managed
5.	Allow learners the freedom to choose how they want to apply skills, can help them discover their talents, interests, and strength.	3.7	0.488	Highly Managed
6.	Explore the vast field of technology to discover alternatives and more applications during the change management process.	3.633	0.484	Highly Managed
7.	Encourage teachers to cultivate students' learning ability and innovation ability.	3.747	0.451	Highly Managed
8.	Support introduction of new ideas or to clarifying puzzling aspects of topics with which learners typically struggle during the change management process.	3.72	0.465	Highly Managed
9.	Encourage teachers to act as facilitators and provide students with real-world challenges to solve	3.74	0.44	Highly Managed
10.	Make sure that learners are given the opportunity to find volunteering opportunities aligned with their interests where they can have fun while serving the community	3.747	0.436	Highly Managed
Overall		3.70	0.47	Highly Managed

Legend: 1.00 – 1.49 (Not Managed); 1.50 – 2.49 – (Moderately Managed); 2.50 – 3.49 (Managed); 3.50 – 4.00 (Highly Managed)

Table 4 shows the respondents' perception of the role of educational leadership in fostering innovativeness within the change management process. The sixth statement had the lowest mean of 3.633, which can be interpreted as managed, and that means while school leaders support innovation, there may still be challenges in fully integrating emerging technologies within the change management process. The seventh and tenth statements had the highest mean of 3.747, which can be interpreted as highly managed; this means that school leaders are particularly effective in promoting an educational culture that prioritizes student agency, real-world learning, and innovative thinking. Overall, it garnered the overall mean of 3.70, which means that change management is perceived as highly managed. This reflects that school leaders successfully create conditions that promote innovation, risk-taking, and exploration of new teaching methodologies, and support teachers in improving instructional practices and student learning outcomes.

In addition, the data underscores the importance of leadership that actively nurtures a supportive environment for teacher experimentation. High ratings across indicators suggest that school leaders consistently encourage pedagogical innovation and flexibility, creating an atmosphere where teachers feel empowered to try new approaches without fear of failure. The emphasis on student choice, real-world problem-solving, and the integration of service learning demonstrates a commitment to holistic education that extends beyond traditional classroom instruction. This approach not only enhances teacher engagement but also promotes deeper student learning and motivation. By fostering a culture where experimentation is rewarded and supported, educational leaders play a pivotal role in driving sustained improvement and adaptability in teaching practices.

Table 5.

Teachers' Perception on the Change Management Process in terms of Supporting Professional Learning Communities (PLCs)

Indicators	Mean	SD	VI
My school leaders……..			
1. Embrace productive conflict and create a space for it in order for innovation and improvement	3.67	0.47	Highly Managed
2. Support balanced risk taking and teacher autonomy with shared expectations for student learning.	3.66	0.475	Highly Managed
3. Support in collecting evidence from common assessments and using data protocols to determine which strategies are most effective.	3.7	0.46	Highly Managed
4. Encourage teachers to reflect on their own classroom experiences while learning from the experiences of others	3.73	0.46	Highly Managed
5. Keep teachers updated to new developments in educational research as well as new technologies.	3.72	0.465	Highly Managed
6. Support in focusing on advancing student learning.	3.76	0.444	Highly Managed
7. Intentionally support PLC meetings by providing school-wide guidance on how to effectively facilitate a PLC.	3.62	0.487	Highly Managed
8. Support in analyzing student work and student data.	3.68	0.47	Highly Managed
9. Support in joining professional learning communities (PLCs) to expand knowledge-based and build personal connection to colleagues who want to improve practice.	3.68	0.482	Highly Managed
10. Conduct monthly meetings to discuss articles on various aspects of teaching and learning.	3.6667	0.5006	Highly Managed
Overall	3.69	0.47	Highly Managed

Legend: 1.00 – 1.49 (Not Managed); 1.50 – 2.49 – (Moderately Managed); 2.50 – 3.49 (Managed); 3.50 – 4.00 (Highly Managed)

Table 5 shows the respondents' perception of the role of educational leadership in fostering innovativeness within the change management process in terms of supporting professional learning communities (PLCs). The seventh statement had the lowest mean of 3.62, which can be interpreted as managed, and that means while school leaders are generally supportive of PLCs, there may still be opportunities to enhance participation, engagement, or the effectiveness of collaboration among teachers. The sixth statement had the highest mean of 3.76, which can be interpreted as highly managed; this means that teachers value the leadership activity described, which indicates that it is effective in promoting a creative and collaborative professional environment. Overall, it garnered the overall mean of 3.69, which means that support for professional learning communities is perceived as highly managed. This reflects that school leaders actively foster a collaborative culture through PLCs, encouraging continuous professional development, shared best practices, and collective problem-solving to improve

the quality of education.

Table 6
Summary Table on Change Management

INDICATORS	Mean	SD	VI
1. Encouraging Teacher Experimentation	3.70	0.47	Highly Managed
2. Professional Learning Communities (PLCs)	3.69	0.47	Highly Managed
OVERALL	3.695	0.47	Highly Managed

Legend: 1.00 – 1.49 (Not Managed); 1.50 – 2.49 – (Moderately Managed); 2.50 – 3.49 (Managed); 3.50 – 4.00 (Highly Managed)

Table 6 shows that the respondents perceived the role of educational leadership within the change management as "highly managed" with an overall mean of 3.695. This indicates that change management in the Sariaya West District is being implemented with a high level of effectiveness. Both indicators—Encouraging Teacher Experimentation and Supporting Professional Learning Communities (PLCs)—scored high, which indicates that educational leadership is strategic and proactive in responding to instructional and organizational changes. This finding is a reflection of how school leaders in the district have adopted change and innovations, especially due to post-pandemic educational needs. For instance, teachers are given opportunities to try new teaching methods and digital technologies, which are otherwise shared and discussed during Learning Action Cell (LAC) meetings. There is also evident support from school heads in establishing and maintaining Professional Learning Communities (PLCs) where collaboration, peer mentoring, and collective problem-solving are exercised. This culture of ongoing learning and experimentation is essential in responding to curriculum revisions and improving teaching practices in the district. Impact of the practice of educational leadership in change management for school-based management (SBM)

Table 7.
Practice of Educational Leadership in Change Management for School-Based Management (SBM) in Terms of Empowering School Leadership Teams

Indicators	Mean	SD	VI
1. Engagement of stakeholders in creating the vision statement based on the identified core values	3.6867	0.4796	Very Satisfactory
2. Established cross-functional change teams	3.5867	0.5075	Very Satisfactory
3. Conducting focus group discussions.	3.67	0.48	Very Satisfactory
4. Short-term, achievable goals into the action plan and celebration of completion along the way so that all members of the school community feel a sense of accomplishment and maintain momentum.	3.65	0.51	Very Satisfactory
5. Examination of building practices and structures to make sure they are not hindering institutionalization of the new strategy.	3.67	0.47	Very Satisfactory
Overall	3.65	0.49	Very Satisfactory

Legend: 1.00 – 1.49 (Needs Improvement); 1.50 – 2.49 – (Unsatisfactory); 2.50 – 3.49 (Satisfactory); 3.50 – 4.00 (Very Satisfactory)

Table 7 shows the respondents' perception of the impact of educational leadership practices in change management for school-based management (SBM) in terms of empowering school leadership teams. The second statement had the lowest mean of 3.5867, which can be interpreted as satisfactory, which means that while school leadership teams are empowered, there may be challenges in fully integrating diverse teams across different school functions. The first statement had the highest mean of 3.6867, which can be interpreted as very satisfactory; this suggests that school leaders are highly effective at involving stakeholders in the vision-setting process to promote shared ownership and accountability for school development. Overall, it garnered the overall mean of 3.65, which means that the empowerment of school leadership teams is perceived as very satisfactory. This indicates that school leaders are successful in building collaborative leadership structures, involves stakeholders in inclusive decision-making, and supports sustainable school transformation which are aligned with the institutional goals.

Table 8

Practice of Educational Leadership in Change Management for School-Based Management (SBM) in Terms Implementing Participatory Decision-making Processes

Indicators	Mean	SD	VI
1. Promotion of the concept of democracy among local stakeholders as they become participative in school development.	3.553	0.574	Very Satisfactory
2. Support on the importance of the community members' and parents' involvement in the school activities.	3.66	0.516	Very Satisfactory
3. Involvement in school construction and repair through fund raising and stakeholders engagement.	3.6667	0.5006	Very Satisfactory
4. Efforts are made by the school leaders to evaluate and compare alternatives before final decision is made.	3.62	0.514	Very Satisfactory
5. Establish systematic and consistent delegation of authority and responsibility from the principal to the section chiefs and teachers to decide on day-to-day school operation.	3.64	0.4953	Very Satisfactory
Overall	3.63	0.52	Very Satisfactory

Legend: 1.00 – 1.49 (Needs Improvement); 1.50 – 2.49 – (Unsatisfactory); 2.50 – 3.49 (Satisfactory); 3.50 – 4.00 (Very Satisfactory)

Table 8 shows the respondents' perception of the impact of educational leadership practices in change management for school-based management (SBM) in terms of implementing participatory decision-making processes. The first statement had the lowest mean of 3.553, which can be interpreted as satisfactory, which may mean that while participatory decision-making is being practiced, there are still areas for improvement in fully integrating democratic practices within school leadership structures. The third statement had the highest mean of 3.6667, which can be interpreted as very satisfactory; this means that stakeholders highly value their involvement in concrete school development projects such as infrastructure improvements. Overall, it garnered the overall mean of 3.63, which says that participatory decision-making processes are perceived as very satisfactory. This indicates that educational leaders are successfully fostering inclusive and democratic decision-making environments where teachers, parents, and community members are actively involved, and promote a shared accountability and pride in school development.

Table 9

Summary Table on School-Based Management

INDICATORS	Mean	SD	Verbal Interpretation
I. School-Based Management			
A. Empowering School Leadership Teams	3.65	0.49	Very Satisfactory
B. Implementing Participatory Decision-making processes	3.63	0.52	Very Satisfactory
OVERALL	3.64	0.505	Very Satisfactory

Legend: 1.00 – 1.49 (Needs Improvement); 1.50 – 2.49 – (Unsatisfactory); 2.50 – 3.49 (Satisfactory); 3.50 – 4.00 (Very Satisfactory)

Table 9 shows that the respondents perceived the impact of the practice of educational leadership on the quality of education in terms of School-Based Management as "very satisfactory" with an overall mean of 3.64. This suggests that educational leadership in the Sariaya West District is effectively facilitating school-based management. The data reveal that both empowering leadership teams and implementing participatory decision-making are highly practised. School heads have been recognised for cultivating collective leadership and involving the school community in planning and governing activities. The results agree with how the schools operate within the district. Numerous school administrators support teachers participating as coordinators, committee heads, or leaders of the Local Advisory Committee. Leadership positions are not confined to the principal's office but are shared, and teachers and other staff members are given a feeling of responsibility and engagement. Decision-making through participation is reflected in the way schools hold regular meetings where faculty members have input into the School Improvement Plan (SIP), resource allocation, and event planning. These practices are reflective of a district school-based management culture that has matured, where shared accountability and collaboration are important to in enhancing the quality of education.

Impact of the practice of educational leadership in change management for teacher performance in terms of:

Table 10

Practice of Educational Leadership in Change Management for Teacher Performance in Terms of Providing Targeted Professional Development

Indicators	Mean	SD	VI
Teachers'……			
1. exert more effort to engage in the development programs and workshops invitations.	3.67	0.48	Very Satisfactory
2. possess greater levels of expertise, resources, and know-how in using technology more effectively in the classroom.	3.59	0.51	Very Satisfactory
3. help one another in planning strategies along with the changes in the school.	3.69	0.48	Very Satisfactory
4. instructions become more aligned with the school's objectives, mission and vision despite the changes.	3.69	0.46	Very Satisfactory
5. implement new instructional practices well as they receive ongoing support while trying the practices in the classroom.	3.67	0.47	Very Satisfactory
Overall	3.66	0.48	Very Satisfactory

Legend: 1.00 – 1.49 (Needs Improvement); 1.50 – 2.49 – (Unsatisfactory); 2.50 – 3.49 (Satisfactory); 3.50 – 4.00 (Very Satisfactory)

Table 10 shows the respondents' perception of the impact of educational leadership practices in change management for teacher performance in terms of providing targeted professional development.

The second statement had the lowest mean of 3.59, which can be interpreted as satisfactory. It may mean that while professional development is acknowledged for improving technological competencies, there are still areas where its integration into instructional practice can be strengthened. The third and fourth statements had the highest mean of 3.69, which can be interpreted as very satisfactory; this indicates that professional development initiatives are highly effective in promoting a collaborative culture among teachers and making sure that instructional practices align with institutional goals. Overall, it garnered the overall mean of 3.66, which means that the provision of targeted professional development is perceived as very satisfactory. This means that school leaders are successfully implementing development programs that enhance teachers' skills and adaptability, which contributes to improved instruction, shared accountability, and readiness for educational change.

Table 11
Practice of Educational Leadership in Change Management for Teacher Performance in Terms of Offering Feedback and Coaching Opportunities

Indicators	Mean	SD	VI
Teachers'……..			
1. feel more valued and motivated to exert effort in their teaching profession.	3.64	0.4953	Very Satisfactory
2. ae more able to see how teaching practice can be improved, and which teaching and learning strategies are more likely to be effective.	3.64	0.482	Very Satisfactory
3. attain less errors in teaching practices and achieve more alignment of policies and procedures to the goals of the school.	3.613	0.502	Very Satisfactory
4. improve personnel retention within the school.	3.647	0.507	Very Satisfactory
5. are empowered through self-reflction and application of experential learning from students and co-workers	3.66	0.503	Very Satisfactory
Overall	3.64	0.50	Very Satisfactory

Legend: 1.00 – 1.49 (Needs Improvement); 1.50 – 2.49 – (Unsatisfactory); 2.50 – 3.49 (Satisfactory); 3.50 – 4.00 (Very Satisfactory)

Table 11 shows the respondents' perception of the impact of educational leadership practices in change management for teacher performance in terms of providing targeted professional development. Table 10 shows the respondents' perception of the impact of educational leadership practices in change management for teacher performance in terms of offering feedback and coaching opportunities. The third statement had the lowest mean of 3.613, which can be interpreted as very satisfactory, which may mean that while feedback and coaching help reduce instructional errors, more support may be needed to ensure consistent integration of feedback into daily teaching. The fifth statement had the highest mean of 3.66, also interpreted as very satisfactory, which indicates that teachers feel more confident and capable when encouraged to reflect on and improve their teaching practices. Overall, it garnered a mean of 3.64, which suggests that feedback and coaching are perceived as very satisfactory. This indicates that school leaders effectively foster continuous growth through feedback and coaching, build a culture of reflection, improvement, and professional empowerment.

Table 12
Summary Table on Teacher's Performance

INDICATORS	Mean	SD	VI
II. Teacher's Performance			
A. Providing Targeted Professional Development	3.66	0.48	Very Satisfactory
B. Offering Feedback and Coaching Opportunities	3.64	0.50	Very Satisfactory
I. OVERALL	3.65	0.49	Very Satisfactory

Legend: 1.00 – 1.49 (Needs Improvement); 1.50 – 2.49 – (Unsatisfactory); 2.50 – 3.49 (Satisfactory); 3.50 – 4.00 (Very Satisfactory)

Table 12 shows that the respondents perceived the impact of the practice of educational leadership on the quality of education in terms of teachers' performance as "very satisfactory" with an overall mean of 3.65. The mean resulst indicate that Sariaya West District school leaders are very much engaged in planning and facilitating capacity-building interventions which addressies particular teaching requirements. They also continually give timely feedback and coaching, which are very important in enhancing classroom instruction and overall teacher performance. It may also mean that within the district, there is a focus on ongoing professional development through in-service training, LAC sessions, and webinars specific to addressing the learning gaps. Principals and master teachers initiate professional development most often in accordance with regional and division objectives, such as improving literacy and numeracy or using ICT in teaching. In addition, feedback and coaching are incorporated into routine classroom observations and RPMS processes. These are not merely compliance-driven but are increasingly supportive and developmental in character, which shows that the school heads are shifting from a more evaluation-based to a more collaborative and mentoring style.

Table 13
Significant Correlation Between Change Management and the Innovativeness of Educational Leadership

The Innovativeness of Educational Leadership in Change Management	
Encouraging Teacher Experimentation	• .831**
Supporting Professional Learning Communities (PLCs)	• .768**

*** Correlation is significant at the 0.01 level (2-tailed).*

The table presents the significant correlation between the innovativeness of educational leadership and change management, specifically in Encouraging Teacher Experimentation and Supporting Professional Learning Communities (PLCs). The results indicate a strong positive correlation, suggesting that as educational leadership becomes more innovative, teachers are more likely to experiment with teaching strategies and actively engage in collaborative learning communities. The highest correlation is found between innovativeness in leadership and Encouraging Teacher Experimentation ($r = 0.831$, $p < 0.01$), demonstrating that when school leaders adopt innovative approaches, teachers are more inclined to explore and implement new instructional methods, technologies, and strategies to enhance student learning. Meanwhile, the correlation between innovativeness in leadership and Supporting PLCs ($r = 0.768$, $p < 0.01$), though slightly lower, remains strong, implying that while innovative leadership significantly fosters professional collaboration among teachers, other factors such as school culture, administrative support, and teacher willingness may also influence the success of PLCs.

These findings suggest that school leaders should foster a culture of innovation by encouraging teachers to explore new teaching methods and integrate technology into instruction. This aligns with Nehez and Blossing (2022), who said that leadership style greatly influences how employees adapt to change. Moreover, PLCs should be actively supported to promote continuous professional development and knowledge-sharing among educators. According to Tan et al. (2020) and Trilaksono et al. (2019), structured PLCs improve school culture and teacher effectiveness. Additionally, leadership training

programs should prioritize innovative thinking to equip school heads with the necessary skills to drive change, as per Pont (2020), who said that educational leadership must shift towards student-centred and technology-integrated approaches to meet modern educational demands.

In conclusion, the strong correlations between educational leadership innovativeness, teacher experimentation, and PLCs demonstrate that innovative leadership is a key factor in driving educational change. Encouraging teacher experimentation leads to more creative and effective instructional methods, while strong PLCs ensure that teachers receive continuous professional support. Therefore, school leaders who embrace innovation can significantly enhance the teaching and learning environment, eventually improve the overall quality of education.

Table 14
Significant Correlation Between the Innovativeness of Educational Leadership to the Quality of Education.

Innovativeness of Educational Leadership to the Quality of Education			
School-Based Management		Teacher's Performance	
Empowering School Leadership Teams	Implementing Participatory Decision-making Processes	Providing Targeted Professional Development	Offering Feedback and Coaching Opportunities
.781**	.716**	.760**	.668**

*** Correlation is significant at the 0.01 level (2-tailed).*

The table presents the significant correlation between the innovativeness of educational leadership and the quality of education, specifically in School-Based Management and Teacher's Performance. The results indicate strong positive correlations across all variables, indicating that as educational leadership becomes more innovative, school governance improves, and teachers receive more targeted professional support. Among the school-based management factors, Empowering School Leadership Teams ($r = 0.781$, $p < 0.01$) shows the highest correlation, demonstrating that when school leaders adopt innovative approaches, leadership teams become more effective and proactive in decision-making. Additionally, Implementing Participatory Decision-Making Processes ($r = 0.716$, $p < 0.01$) also demonstrates a strong correlation, suggesting that innovative leadership fosters a more inclusive decision-making culture, where teachers and stakeholders are actively involved in shaping school policies and improvements.

For teacher performance, the correlation between Innovative Leadership and Providing Targeted Professional Development ($r = 0.760$, $p < 0.01$) highlights the importance of leadership in making sure that teachers receive relevant, skills-based training that enhances their instructional effectiveness. Meanwhile, Offering Feedback and Coaching Opportunities ($r = 0.668$, $p < 0.01$), though slightly lower, still shows a strong correlation. This means that leaders who embrace innovation are more likely to provide constructive feedback and mentoring opportunities that support continuous teacher growth. These findings imply that educational leaders who adopt innovative practices play a crucial role in strengthening school-based management and enhancing teacher performance, eventually leading to higher educational quality.

This aligns with what Pont (2020) said, that empowered school leadership teams contribute to more adaptive and resilient school systems. Moreover, Trilaksono et al. (2019) stated that participatory decision-making improves teacher engagement and institutional trust, supporting the notion that innovative leadership fosters inclusivity in governance. Additionally, Opfer and Pedder (2011) found that teacher training programs significantly improve instructional effectiveness, which aligns with the strong

correlation between leadership innovativeness and targeted professional development in this study.

In conclusion, the significant correlation between educational leadership innovativeness and the quality of education suggests that leaders who implement innovative strategies can drive improvements in school management and teacher performance. By empowering leadership teams, promoting participatory decision-making, and making sure that teachers receive adequate professional development and mentorship, school leaders can create a more effective and dynamic learning environment. Thus, investing in leadership innovation is essential for sustaining long-term educational improvements.

Table 15

Significant Correlation Between Change Management and Quality of Education.

Change Management and Quality of Education								
		School Based Management				Teacher's Performance		
		Empowering School Leadership Teams		Implementing Participatory Decision-making Processes		Providing Targeted Professional Development		Offering Feedback and Coaching Opportunities
Change Management	.755**		.702**		.754**		.657**	
	.805**		.795**		.763**		.692**	

*** Correlation is significant at the 0.01 level (2-tailed).*

The table presents the significant correlation between change management and the quality of education, specifically in terms of School-Based Management and Teacher's Performance. The results indicate strong positive correlations, which suggest that as change management practices improve, school governance strengthens, and teacher performance is enhanced. Among the school-based management indicators, Empowering School Leadership Teams ($r = 0.805$, $p < 0.01$) and Implementing Participatory Decision-Making Processes ($r = 0.795$, $p < 0.01$) exhibit high correlations, implying that effective change management enables school leaders to become more proactive and fosters a more inclusive decision-making culture where stakeholders are actively engaged in school development.

For teacher performance, the correlation between Change Management and Providing Targeted Professional Development ($r = 0.763$, $p < 0.01$) stresses the importance of structured change processes in ensuring that teachers receive relevant and skill-enhancing training. Additionally, the correlation between Change Management and Offering Feedback and Coaching Opportunities ($r = 0.692$, $p < 0.01$) suggests that well-managed change initiatives help establish a more supportive environment where teachers receive constructive feedback and mentorship to enhance their instructional effectiveness.

These findings align with Fullan (2016), who said that school change is most successful when leadership teams are empowered to make strategic decisions, supporting the high correlation between change management and school leadership teams found in this study. Similarly, Kotter (2012) stated that engaging stakeholders in decision-making enhances institutional trust and ensures the smoother implementation of educational reforms. This shows the close relationship between change management and school participation in decision-making. Moreover, Guskey (2002) said that well-structured teacher development programs are important for sustained instructional improvements, which aligns with the correlation between change management and targeted professional development in this study.

Overall, the results suggest that effective change management is important in improving school-based management and teacher performance. Schools that implement strategic change initiatives empower leadership teams, encourage inclusive decision-making, provide structured teacher development programs, and establish a culture of continuous feedback and mentorship. Hence, educational institutions should prioritize strong change management frameworks to ensure sustainable improvements in educational quality and teacher effectiveness.

Table 16
Innovativeness of Educational Leadership Mediates the Relationship Between Change Management and Quality of Education Within Sariaya West District.

	coeff	SE	t	p	LLCI	ULCI
Change Management to Innovativeness of Leadership	0.9556	0.0493	19.4186	0.0000	0.8593	1.0540
Innovativeness of Leadership to Quality of Education	0.2432	0.0692	3.5145	0.0006	0.1065	0.3800
Direct Effect	0.6978	0.0781	8.9323	0.0000	0.5434	0.8522
Indirect Effect	0.2327	0.0930			0.0713	0.4267
Total Effect	0.9305	0.0430	21.6206	0.0000	0.8455	1.0155

The table presents the mediation analysis of the innovativeness of educational leadership in the relationship between change management and quality of education within Sariaya West District. The results indicate that the innovativeness of educational leadership partially mediates the effect of change management on the quality of education, as evidenced by the significant values obtained for both the direct and indirect effects in the model.

The first path, Change Management to Innovativeness of Leadership (coeff = 0.9556, p = 0.0000), shows a strong positive relationship, which suggests that as change management practices improve, educational leaders become more innovative in their approaches. This aligns with the idea that effective change management fosters adaptive and forward-thinking leadership strategies, which enables the school leaders to explore and implement new educational reforms.

The second path, Innovativeness of Leadership to Quality of Education (coeff = 0.2432, p = 0.0006), indicates a positive but weaker correlation than the first path. This demonstrates that while leadership innovation contributes to improving educational quality, it may not be the sole determining factor, and other aspects such as teacher engagement, curriculum design, and resource availability may also be an indicator.

The direct effect of change management on quality of education (coeff = 0.6978, p = 0.0000) remains significant, showing that even without considering the mediating role of innovativeness in leadership, change management alone has a substantial impact on educational quality. However, the indirect effect (coeff = 0.2327, confidence interval: 0.0713 – 0.4267) confirms that part of the effect of change management on the quality of education is channeled through the innovativeness of leadership, reinforcing its mediating role. The total effect (coeff = 0.9305, p = 0.0000) shows the combined impact of both direct and mediated pathways. This further validates that change management significantly influences the quality of education, both directly and through leadership innovation.

According to Fullan (2016), effective change management is a key driver of leadership innovation, as leaders who adapt to change are more likely to implement creative and strategic solutions in school governance. Additionally, Pont (2020) highlighted that educational leadership has an important mediating role in improving school outcomes, as leaders translate institutional change efforts into concrete actions that impact teachers and students. Furthermore, Guskey (2002) mentioned that leadership innovation directly contributes to enhanced teaching practices and student learning outcomes; it supports the idea that schools with strong, innovative leadership tend to have better educational quality. In summary, these findings show that even though change management directly influences the quality of education, the presence of innovative educational leadership enhances this effect. Schools that cultivate innovative leadership practices are more likely to maximize the benefits of change management strategies, which lead to more effective school management, improved teacher performance, and overall higher educational quality.

3.Recommendations

Based on the findings derived from the study, the following conclusions were drawn: School leaders should strengthen leadership initiatives that encourage teacher experimentation, foster professional learning communities, and provide regular training and mentoring to teachers. Teachers should actively engage in professional learning communities, seek continuous professional development, and provide constructive feedback to school leaders to enhance instructional practices and support effective change management initiatives. Future researchers may explore the long-term impact of change management strategies on student performance and learning outcomes, as well as investigate other mediating factors that influence the relationship between educational leadership, change management, and quality of education.

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